

International conference “Education, Reflection, Development”, ERD 2015, 3-4 July 2015,
Cluj-Napoca, Romania

"South African globalization strategies and higher education. "

Florentin Popescu^{a, a,*}

^a *Bucharest University of Economic Studies, Piata Romana Nr.6, Sector 1 Bucharest, Romania*

Abstract

There is an urgent call for higher education institutions to be well equipped with an well-defined and implanted globalisation strategy to tap and provide useful and simple planning tools to utilise global resources effectively. This paper seeks to investigate the problem of how and why Cape Peninsula University of Technology (CPUT) from South Africa has responded to globalisation within the context of its strategic planning and its local, regional, national and global roles and responsibilities.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Scientific Committee of ERD 2015

Keywords: Globalization; Higher Education; Globalisation Strategy; Academic Motives; Global Competitiveness;

1. Introduction

Higher education institutions throughout the world are undergoing considerable functional and structural changes as they adapt to meet the needs of a global and knowledge-based economy. At the same time as globalisation requires governments and higher education institutions to look outwards to meet the demands of a new global economy, there is also a need for higher education to respond to and engage directly with local, national and regional social-economic concerns, particularly in developing country contexts. As many scholars may agree I believe that globalization and its consequences can no longer be a neglected in the overall strategic planning process or institutional policy development of any university. In this light, higher education institutions must approach globalization and respond to its implications in ways consistent with its current needs, priorities and circumstances. This paper seeks to highlight major issues in connection with institutional responses to the impact of globalisation with respect to responsibilities that range from being local to global in nature. Continuing, it explores higher

* Corresponding author. Tel.: 0031618361707.
E-mail address: florentin_popescu@yahoo.com

education in the context of globalization, with a particular emphasis on academic motives for globalization and its part in the response to opportunities presented by globalization shown by the university. The researcher is planning to encompass a consideration/evaluation of the specific country government policies and practices in relation to the theme as well as an evaluation of institutional responses of Cape Peninsula University of Technology (CPUT) to a range of issues, policies and strategies concerning globalization. Possible the extent of study is wider and includes other responses to globalization such as academic relevance and quality, curriculum development, mobility of programmes, and so forth.

1.1. Globalisation and higher education

The changes that have taken place in higher education globally over the last few years can be referred to as a revolution (Altbach et al. 2010). Globalisation and internationalisation are today major drivers of change in higher education systems globally (Knight 2008). Matthews and Sidhu (2005) argue that international education is a direct manifestation of globalization, concentrating their study only on its economic drivers, an interpretation that is lacking the direct response to globalization. While national and international strategies for remodeling existing methods and instruments of higher education management must develop (Goedegebuure et al. 1993; van Vught 1989, 1995; Cerych and Sabatier 1986; Olsen 2007), a drastic change of responsibilities and resources has to consequently shift towards a common model of higher education (Neave 1996; Bleiklie 2001; Trondal 2002).

The Governments and Universities are implementing the variety of policies and programs to respond to globalization. These typically include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership. Higher education systems, policies and institutions are being transformed by globalization, which is "the widening, deepening and speeding up of worldwide interconnectedness" (Held et al. 1999, p. 2). The different higher education reforms and instruments are growing and developing (Malan 2004; Pechar and Pellert 2004; Tauch 2004), therefore the transformation of higher education can also be motivated by the impact of globalization with direct influence on the educational motives and institutional strategic management decisions of those institutions. Given resource constraints and different institutional missions, not all universities will try to achieve global competence; but at a minimum they should try to attain global understanding (AACSB International, 2011; Kedia & Cornwell, 1994).

As Bradley Cook mentioned in his review on trends in education, the globalization theme in comparative education studies is most commonly used (Cook et al., 2004); a theme that is not adequately accounted for in the literature. This gap has been partially filled in by University of Bath School of Management doctoral thesis of Sally-Ann Burnett (Burnett, 2008). This study explores how chosen universities, have responded or, should respond, to the impact of globalization on the academic motives of their educational programmes. It examines the globalization context and the processes and priorities in institutional responses that affect the short and long term global managerial strategies. Nevertheless there is one good reason for this research to look into a more specific area of academic motives and strategic globalization strategies.

1.2. Academic, societal and institutional contribution to knowledge

This paper contributes to knowledge by attempting to quantify how and why some universities are striving to take advantage of the opportunities presented by the impact of globalisation and consequently to increase their global competitiveness. It positions the responses to globalisation of chosen universities within the policy context that each university sets. In a world that is globalising rapidly, in which the central role of universities in the knowledge economy and in civil society is articulated more strongly and more widely than ever, we do not have a clear sense of what it takes or what it means to be a global university (Spanier and Thomas, 2007). This paper strives to contribute to this discourse. In a conceptual context, this research is exploring the various tiers of globalisation and to equate them to the overall responses to globalisation from the context of institutional strategic planning made by the different universities.

1.3. Globalisation of higher education in South Africa

From assessments of the South African system by the Harvard panel on ASGISA (Dube, et al 2008), the World Bank (Closing the Skills Gap, in press) and the Centre for Higher Education Transformation's (CHET) recent work on differentiation (CHET presentation to HESA, July 2011) the South African higher education system could be characterized as being medium knowledge producing and differentiated (though not formally recognized for steering purposes), with low participation and high attrition rates, with insufficient capacity for adequate skills production and having a small 'number of institutions which are in 'chronic crisis' mode.

The question for African higher education institutions therefore is not whether to globalize but how to globalize most effectively, to pursue globalization strategies that strengthen their internal institutional and intellectual capacities, qualities, reputations and competitiveness, as well as their potential to contribute to the historic and humanistic agendas of the African nationalist project. To pursue this multi-layered agenda most effectively, it is essential to develop globalization strategies that are simultaneously realistic and ambitious; realistic in so far as they should be anchored in concrete contemporary conditions, and ambitious in recognizing and seizing opportunities in the rapidly changing landscapes of the global political economy and international education. SADC and SARUA (Kotecha 2011) are correct in recognizing the lack of a clear strategic vision as a key limitation in enhancing higher education in the region.

Africa's higher education systems are comparatively recent and are perhaps the most marginalised in the world (Teferra 2010), lying at the periphery of the knowledge society. Africa remains the least important region, but probably the one most affected by these new developments. In this context, African universities face considerable challenges in generating, accessing and disseminating knowledge, making it even more difficult for them to make any meaningful responses not only to the challenges in their environments but also to the developments posed by globalisation and internationalisation.

This is at a time when, for any nation or region, global competitiveness depends largely on capacities to create, develop, consume, package and disseminate knowledge (Altbach et al. 2010). While the 1990s were characterised as the lost decade for Africa's higher education, recent years have witnessed several developments to reposition Africa's higher education in the knowledge society. Several areas of progress have been noted, but there are significant obstacles, including a rapid expansion in number and diversity of institutions, programmes and students. These patterns of transnational co-operation contribute to the internationalisation of higher education in Africa, and have the potential to offer immense opportunities for the development and revitalisation of Africa's higher education (Jowi 2009; Shabani 2010), particularly considering that most African countries have substantially cut down on public spending on university education due to decades of widespread macroeconomic and fiscal instability (Aina 2010).

For the decade (2011-2020), higher education institutions in the Southern African Development Community (SADC) region will focus on revitalising their capacities for teaching and learning, for academic and postgraduate research, for investment in 21st century infrastructures (including advanced technological infrastructure) and for governance and leadership of their diverse institutions (SARUA, 2010).

1.4. Problem definition and research design

This paper traces the chosen university recent development and seeks to account for this in terms of institutional strategic planning. It seeks to document how these aspects of globalisation are perceived by university administrators and faculty. In addition, this paper highlights some of the major issues in connection with institutional responses to the impact of globalisation with respect to responsibilities that range from being local to global in nature. In particular, culture and strategic planning are explored, as the literature shows that these aspects of universities are critical in identifying reasons for institutional responses of complex organisations, such as

universities. The research questions addressed in my research evolve from the literature review that demonstrates a gap in the literature specifically to do with individual university responses to globalisation. There is a lack of empirical research in this field hence the author is keen to add to the research and quantify such activity.

It is acknowledged that institutional strategic planning relevance is a small part of globalisation and this is used as the anchor point for case study interviews. This research is designed from a point of curiosity hence it is important that there is a starting point for discussion on the impact of globalisation and what it means at each case study university. This however, does not limit or hinder the discussion. Still, the choice of data collection methods is also subject to constraints in time, financial resources, and access. For the purposes of the case studies within the thesis of which this paper is a part of, and interviews to be carried out, globalisation is taken specifically to be ‘the activities undertaken to fulfil the goal of increasing the global dimension of the institution.

In line with the explorative nature of the study, the goal of the interviews was to see the research topic from the perspective of the interviewee, and to understand why he or she came to have this particular perspective. To meet this goal, King (1994:15) recommends that one have “a low degree of structure imposed on the interviewer, a preponderance of open questions, a focus on specific situations and action sequences in the world of the interviewee rather than abstractions and general opinions.”

In line with these recommendations, I chose a combination of interviews, archives, and observation, with main emphasis on the first two. Conducting a survey was inappropriate due to the lack of established concepts and indicators (Stake, 1995; Yin, 1994). The reason for limited observation, on the other hand, was due to problems in obtaining access early in the study and time and resource constraints. In addition to choosing among several different data collection methods, there are a number of choices to be made for each individual method. When relying on interviews as the primary data collection method, the issue of building trust between the researcher and the interviewees becomes very important. I addressed this issue by several means and I established a procedure of how to approach the interviewees.

Policy and other documentation for each university was collected on site, to supplement the primary and secondary data gathered, when made and recorded. For the national policy context, sources of documentary information were used to gauge the international, national and local position on higher education in selected universities. Several government and other websites were used to glean policy and positional information. Sources referenced in research papers were also utilised as resources from online searches through various electronic databases and search engines. The documentation from institution for each of the case studies was collected to gain an insight into each institution and the strategies and policies in place. Sources of this information may include: strategic plans; management and academic structure charts; annual reports; internationalisation policy documents; websites etc. These documents are the first types of units of observation for each of the case studies.

1.5. Results and outcomes

Institutional arrangements set by national governments serve as the principle factors in shaping the dynamics of both structuring, regulating and financing where the government is a dominant factor influencing higher education institutions. Within the context of Higher Education, key policies and legislations were developed and can be summarized as follows: National Education Policy Act, 27 of 1996 (‘NEP Act’), The South African Qualification Authority Act 58 of 1995 (‘the SAQA Act’), The Higher Education Act 101 of 1997, The National Plan for Higher Education (March 2001), The National Qualifications Framework Act, 2008 and the Higher Education Qualifications Framework (HEQF) 2011.

Using the five key policy goals and strategic objectives of The National Plan for Higher Education, March 2001, (which in the Ministry’s view, are central to achieving the overall goal of the transformation of the higher education system) a comprehensive comparison has been made to measure and indicate the how Cape Peninsula University of

Technology (CPUT) has responded to globalisation within the context of its strategic planning and its local, regional, national and global roles and responsibilities.

Besides the interviews held at the university, a number of internal and external planning documents were used, including CPUT's Vision 2020 strategic plan; the Academic Planning Framework; the blueprint for development of Research, Technology and Innovation (RTI); the National Development Plan; CPUT's Enrolment Plan 2014 – 2019; the Teaching and Learning Plan; and the University's Teaching Development Grant proposal for the years 2014 – 2016.

Among universities, motivations for globalization vary substantially, and often they reflect the culture of the school and its management or the pressures applied by stakeholders. In many cases, multiple motivating factors originate from the school itself, the business community that it serves, and/or the country/region in which the university is located. The AACSB globalization report mentions that schools focus on globalizing the learning experiences of students, but often neglect to put the same emphasis on ensuring faculty have global developmental opportunities. (AACSB, 2011). As from the interviews and discussions with the management of the Cape Peninsula University of Technology (CPUT), the global developmental opportunities are actually one of the motives for Globalisation Strategies that the institution is implanting.

The AACSB Globalization Report noted three dimensions of faculty strategies for globalization: recruit, develop, and manage. To foster globalization, business schools recruiting strategy should include recruiting faculty that have interest in international issues. An additional recruiting strategy would be to recruit faculty who have international knowledge, perspectives, or experiences. A third recruiting strategy would be to recruit faculty for the international connections, for example, recruiting a faculty member that is currently working in a foreign university (AACSB, 2011). For South Africa, a more realistic strategy could be an inclusive and stronger version of the current enrolment planning, which could combine four important elements; institutional capacity and performance, institutional aspiration (development plans), government steering and monitoring and negotiation. Depending on the framework of consultation, this could be a compromise, or pact, between governments responsibility for system steering and institutional self-steering (Cloete et al 2011).

Regarding the above mentioned strategies for globalization, the Cape Peninsula University of Technology (CPUT) is actively engaged in the development of scientific research infrastructure by participation in research projects' competitions by developing defined key scientific research directions through cooperation with international higher education and research institutions. CPUT's blueprint for development of Research, Technology and Innovation (RTI), in conjunction with the Vision 2020 strategic plan, provides an enabling framework for initiatives aimed at increasing the University's publications. Within that framework, the University is moving from a relatively ad-hoc approach to research and innovation development, to a coordinated and programmatic approach.

CPUT is ideally positioned to enable people to create an environment that helps people to realise their human potential, building on their existing empowering approach to create supportive and motivating systems and mind-sets across the institution. As part of this objective, CPUT also strives towards a demographically representative research workforce that will address historical imbalances in the South African research base, and thus better serve the diverse needs of our society (which is in line with the Strategic Objectives of The National Plan for Higher Education).

According to Stumpf (2010), the South African higher education system produces nearly 64 percent of all African research outputs. The country's research enjoys significant international visibility in six key fields: genetics and heredity, oncology, psychiatry, respiratory system research, earth sciences and the humanities. In this sense, CPTU is building meaningful, well-functioning and focused partnerships with communities, industry, government, other universities and research institutions (locally and internationally) to ensure the relevance of research and uptake of solutions in practice. This includes building on the primary research of other institutions, actively

supporting applied research and technology collaborations, as well as creating linkages to support commercialisation and innovation more widely.

Globalization has led to growth in interdependence, interconnectedness and mobility across global communities, making global challenges and achievements transcend national boundaries (KoeHN & Rosenau 2010). It is not surprising that sustainable solutions to emerging global development problems cannot be found through efforts and resources confined within one locality (McArthur & Sachs 2009). In this evolving context, partnerships across national and disciplinary boundaries are rapidly emerging as the dominant model for organising international research and development (King 2008).

Regarding the previous paragraph, the promotion of a culture of innovation, underpinned by a well-established research base, the Technology Transfer Office in tandem with other components of research and teaching infrastructure, assists CPUT in transforming research and innovation outputs into commercially viable and socially relevant products and services through the creation of spinoff companies, and the pursuance of stronger partnerships across the quadruple helix. CPUT also recognises the importance of the socio-technical aspects of innovation, and therefore seek to assess the impacts and transferability of the innovation output.

Universities and their boundary-spanning partnerships and networks are increasingly considered as critical instruments in contemporary development thinking and practice, particularly with respect to the efforts to achieve the Millennium Development Goals and poverty reduction in developing countries (King 2008; World Bank 2009; McGrath 2010). In other words, the knowledge of development and the development of knowledge have been fundamentally reconfigured and fused together. CPTU has in this sense building partnerships successfully with universities and higher education institutions from all over the world from Australia, China, Japan, America to European countries such as The Netherlands, France, United Kingdom and Sweden.

The Cape Peninsula University of Technology was established on 1 January 2005, when the Cape Technikon and Peninsula Technikon merged. This merger was part of a national transformation process that transformed the higher education landscape in South Africa. Gillard et al. (2012) suggest that vertical mergers between universities and technikons, which are intended to provide students with greater choice, have been negatively affected by the Higher Education National Qualifications Framework (Republic of South Africa 2011) which makes articulation difficult. This also affected the staff at these institutions who were required to upgrade their qualifications. Gillard et al. (2012) also argue that the safeguarding of vocational qualifications was undermined by the funding formula applied at these institutions and the undifferentiated requirements to increase research.

In this sense, a key element in CPUT's drive to improve the qualifications of its Academic Staff is the Khula Project, an established junior academic staff capacity development programme aimed at the development of the next generation of academics and addressing the under-representation of black academics. The Khula programme currently involves two young academics per faculty (a total of 12) who are recruited from the fourth year or BTech level. The recipients of this competitive programme are allocated a supervisor to assist with their further studies. They are also required to register for the Teaching Development Programme offered by Fundani CHED while carrying a 50% teaching load over a three-year period. On successful completion, participants get absorbed into the academic staff of the University. The University intends doubling the number of Khula participants to 24. Funding of R25.2-million per three-year cycle will be required to expand the Khula Project, at an estimated cost of R350,000 per participant per year. CPUT will at the same time continue to access support for staff members intent on improving their qualifications from such sources as the NRF sabbatical grants and Thuthuka projects, and the Erasmus Mundus programme.

This focus brings together a number of initiatives that the University has been developing over the past few years, facilitated by funding from the Department of Higher Education and Training of South Africa (DHET) via the ring-fenced Teaching Development Grant (TDG). In the TDG proposal for the years 2014 – 2016, CPUT envisages allocating the funding in the following broad categories:

- Development of university teachers and teaching (25% budget allocation)
- Tutorship and Mentorship (25% budget allocation)
- Enhancing the status of teaching at CPUT (10% budget allocation)
- Researching teaching and learning (10% budget allocation)
- Managing the teaching development grant (5% budget allocation)
- CPUT priority programmes (25% budget allocation).

By illuminating the strategies, practices, and social impacts of business globalization, management educators not only can accelerate it, they also can help ameliorate its costs and disruptions. Better international management education promotes more responsible globalization in business and society.

1.6. Conclusions and further research

Globalization reshape how universities are positioned relative to one another and differentiate themselves in this environment, therefore their responses to globalization differ along lines that define strategy and the strategic position of an institution including reputation, mission, and resources. Regardless, the economics of globalization will have a tremendous impact on the future of globalization, and the answers may depend on specific characteristics of the university and national and international policies.

This paper suggests that globalization is changing former assumptions, practices, and strategies. Among the universities studied, globalization was motivated by strategic objectives related to many trends within the global business and economic environment as well as those related to globalization trends within national higher education. After summarizing the findings of the interviews at the university and the analysed strategic objectives and national policies I find that universities globalize for many reasons: to improve the quality and quantity of their research output, to strive to be a world class university and successfully confronting the legacy of apartheid, to produce for the corporate goal of improving the universities international rating through publication in international journals, to produce a new generation of technically competent and socially engaged professionals, to improve international competitiveness, to facilitate the development and growth of the institution, to be allied with the national agencies for higher education quality assessments, to improve quality of research and to raise the quality of study programmes.

It is essential that universities have a well-defined globalization strategy plan which reflects a culmination of a series of discussions amongst stakeholders presenting an integrated action plan for the implementation of the strategy that deliberately look into the opportunities and challenges that globalization poses to higher education

References

- AACSB. (2011). The Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions.
- Aina T.A., (2010). 'Beyond reforms: the politics of higher education transformation in Africa' Bashorun MKO Abiola Lecture at the fifty-second Annual Meeting of the African Studies Association in New Orleans in 2009.
- Altbach P, Reisberg L, Rumbley L. (2010). *Trends in Global Higher Education: Tracking an Academic Revolution* Sense/UNESCO: Rotterdam.
- Bleiklie, I. (2001). 'Towards European Convergence of Higher Education Policy?', *Higher Education Management*, Vol. 13(1), 9-29.
- Burnett, S.A. (2008). The impact of globalisation on higher education institutions in Ontario. Thesis (Doctor of Business Administration (DBA). University of Bath.
- Cloete, N., Bailey, T. & Maassen, P. (2011). Universities and economic development in Africa: Pact, academic core and coordination. Cape Town: CHET.
- Centre for Higher Education Transformation (CHET). (2011). Presentation to Higher Education South Africa. http://www.chet.org.za/files/uploads/reports/HesaFinalAugust11_for%20website.pdf
- Cerych, L. and Sabatier, P. (1986). Great Expectations and Mixed Performance : *The implementation of higher education reforms in Europe*. Stoke-on-Trebt: European Institute of Education & Social Policy.

- Cook, B., S. Hite, and Epstein E. (2004). Discerning trends, contours, and boundaries in comparative education: A survey of comparativists and their literature. *Comparative Education Review* 48:123-149.
- Department of Education, (1997). White Paper 3: A Programme for the Transformation of Higher Education. General Notice 1196 of 1997. Pretoria.
- Department of Higher Education and Training (DHET). (2011). Revised Strategic Plan 2010/11-2014/15. Pretoria.
- Dube, O., Hausman, R. and Rodrik, D., (2007). *South Africa: Identifying the binding constraint on growth*. Harvard AGISA review
- Goedegebuure, L., Kaiser, F., /Maassen P., Meek, L., van Vught, F. and de Weert E. (1993). Hochschulpolitik im internationalen Vergleich: eine länderübergreifende Untersuchung im Auftrag der Bertelsmann Stiftung. Gütersloh: Bertelsmann Stiftung.
- Gillard, E., Saunders, S., Terblanche, J., & Sukel, M. (2012). A review of four case studies in restructuring the South African higher education system. [Online] Available at: http://ahero.uwc.ac.za/index.php?module/%cshe&action/%viewtitle&id/%cshe_842
- Held, D. & McGrew, A., Goldblatt, D. & Perraton, J. (1999). *Global Transformations: Politics, Economics and Culture*. Cambridge: Polity Press.
- Kedia, Ben. L., and Bettina Cornwell, (1994). "Mission based strategies for internationalizing business schools", *Journal of Teaching in International Business* 5 (3), 11–29.
- King, N. (1994). *The qualitative research interview*. In *Qualitative methods in organizational research: A practical guide*, edited by C. Cassell and G. Symon, 14–36. London: Sage.
- King K. (ed.). (2008). The politics of partnerships: Peril or promise, NORRAG NEWS, No. 41 (Special Issue): http://www.norrarg.org/pdf/*NN41.THE%20POLITICS%20OF%20PARTNERSHIP.pdf.
- Knight, J. (2008). The internationalisation of higher education: Complexities and realities. In D. Teferra & J. Knight (Eds.) *Higher education in Africa: The international dimension*. Accra/Boston: AAU/CIHE, pp. 1–43.
- Kotecha P., ed. (2011). Building Higher Education Scenarios 2025: A Strategic Agenda For Development In SADC. *SARUA Leadership Dialogue Series Volume 3 Number 2*.
- Koehn H. and Rosenau J.N. (2010). *Transnational Competence: Empowering Professional Curricula for Horizon-Rising Challenges* Boulder, Colorado: Paradigm.
- Jowi J.O. (2010). Africa in Internationalisation of Higher Education: Global Trends, Regional Perspective Paris: IAU.
- Jowi J.O. (2009). 'Internationalisation of Higher Education in Africa: Developments, Emerging Trends and Policy Implications', *Higher Education Policy*, Vol 22. pp. 259–261.
- Malan, T. (2004). 'Implementing the Bologna Process in France', *European Journal of Education*, Vol. 39(3), 289-297.
- Matthews, J., & Sidhu, R. (2005). Desperately seeking the global subject: international education, citizenship and cosmopolitanism. *Globalisation, Societies and Education*, 3(1), 49-66.
- McArthur J.W. and Sachs J.D. (2009). 'A General Equilibrium Macroeconomic Model for Analysing African Rural Subsistence Economies and an African Green Revolution' academic working paper, Columbia University School of International and Public Affairs.
- McGrath S. (2010) 'The Role of Education in Development: An Educationalist's Response to Some Recent Work in Development Economics' *Comparative Education* 46(2).
- Neave, G. (1996). 'Homogenization, Integration, and Convergence: The Cheshire Cats of Higher Education Analysis', in Meek L. / Goedegebuure, L., Kivinen O., Rinne, R. (eds) *The Mockers and the Mocked: Comparative Perspectives on Differentiation, Convergence and Diversity in Higher Education*, Oxford: Pergamon.
- Olsen, J.P., and Maassen, P. (2007). European Debates on the Knowledge Institution: The Modernization of the University at the European Level. In P. Maassen and J.P. Olsen (Eds.), *University Dynamics and European Integration* (pp. 3-22). Dordrecht: Springer.
- Pechar, H. and Pellert, A. (2004). 'Austrian Universities under Pressure from Bologna', *European Journal of Education*, Vol. 39(3), 317-330.
- Republic of South Africa, (2011). (Department of Higher Education and Training), *The General and Further Education and Training Qualifications Framework*.
- SARUA. (2010). Climate change, adaptation and higher education: Securing our future. SARUA Leadership Dialogue Series Volume 2 Number 4. Johannesburg: Southern African Regional Universities Association (SARUA).
- Shabani J., (2010). 'Regional and International Academic and Research Collaboration in Africa' in Teferra D and Greijn H (eds) *Higher Education and Globalisation: Challenges, Threats and Opportunities for Africa* Maastricht: MUNDO.
- Spanier, G. and Thomas, E., (2007). *Realising the Global University: Part One*. London: The Observatory on borderless higher education.
- Stake, R. E., (1995). *The Art of Case Study Research*. Thousand Oaks, CA: SAGE.
- Stumpf, R., (2010). Higher Education Sub-Sector Analysis. Unpublished paper commissioned by the World Bank. Pretoria.
- Tauch, C. (2004). 'Almost half-time in the Bologna-Process – Where do we stand?', *European Journal of Education*, Vol. 39(3), 275-288.
- Teferra D. and Greijn H., (2010). *Higher Education and Globalisation: Challenges, Threats and Opportunities for Africa* Maastricht: MUNDO.
- Trondal, J. (2002). 'The Europeanisation of Research and Higher Educational Policies: Some Reflection', in *Scandinavian Political Studies*, Vol. 25(4), 333-355.
- van Vught, F., (1989). *Governmental Strategies and Innovation in Higher Education*. London: Jessica Kingsley.
- van Vught, F., (1995). *Policy Models and Policy Instruments in Higher Education. The Effects of Governmental Policy-Making on the Innovative Behaviour of Higher Education Institutions*. Institut für Höhere Studien (HIS), Wien.
- Yin, R. K., (1994). *Case study research: Design and methods* (2nd ed.). Newbury Park, CA: Sage.
- World Bank, (2009). *Accelerating catch-up: tertiary education for growth in Sub-Saharan Africa* Washington, DC: World Bank.